

TECHNIQUES

1. Required reading assigned before Seminar begins.
2. ICAF has case studies in the following: The Other War in Vietnam; The Huk Rebellion; The Bay of Pigs; The Lebanon Crisis.
3. Students "tuned out" immediately when T/O charts and diagrams were shown.
4. Political/military games and student panels were introduced to achieve greater student participation.
5. Most of the schools have a staff but no faculty. Most of the material is conveyed by guest lecturers. The concept of the "travel classroom" was found to be very successful. It is much more effective to see problems in the context of their environment instead of discussing them in the classroom.
6. Most of the schools require individual reports or studies. Also each student is chairman of a committee on group problems and usually makes one major oral presentation. The U.S. Army War College is remarkably equipped with training and visual aids and students are required to make presentations utilizing such.
7. Great emphasis is placed on oral presentations including instruction in public speaking, on group discussions and on conference and seminar leadership. One of the schools also offers a speed reading course. The Naval War College has student papers evaluated anonymously to ensure candor. At the State Department's Senior Seminar each member was required to produce a short paper. There is no formal curriculum and the whole course is loosely organized. There is lengthy, informal, and no holds-barred discussion with speakers. Arguments are expected and accepted in good grace. The military schools also insist upon complete academic freedom, the use of controversial outside speakers and employ the principle of non-contributability to encourage frankness on the part of the speaker.

8. In many of the schools it was found that a special class cohesion and sense of camaraderie were developed on field trips. Also social and athletic activities contributed much to breaking down barriers.
9. In one school a 20-minute oral presentation is given on the thesis written by the student. Most of the students' critiques emphasized that the most important substance came from the guest lecturers. A student who attended the State Seminar noted that the array of talent to which Seminar participants are exposed is impressive and therein lies much of the success of the program. There were military briefings and visits or lectures by mayors, governors, educators, industrialists, bankers, editors, and journalists.

MANAGEMENT

1. One school had a series of lectures on the theory of decision-making given by two members of the Harvard Graduate School of Business. At ICAF there is coverage of scientific decision-making, executive action and PPB.
2. ICAF has coverage of: human factors in management; management theory; and behavioral aspects of management.

GENERAL

1. It is important to determine two things: what are the objectives and how can they best be achieved. At the National War College (which allegedly has a superb course syllabus) three things are given: a. a panoramic sweep of world situation; b. a discussion of problem areas; and c. structures and mechanisms for dealing with those problems.

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2. How to balance the kaleidoscopic and the specific may be a problem. At the State Seminar two of the ten months are spent in travelling. The class usually has twenty-five officers. Forty percent of the time is spent on domestic problems, forty percent on international affairs, and twenty percent on military developments. In various contexts our representatives at the senior schools emphasize the benefit deriving from ten months of freedom from the tyranny of the in-box. [REDACTED] in his critique of 3 June 1968 states the following: "No matter how widely read and travelled we may be, those of us in the CS often become progressively introverted and fail to recognize that there is a whole world out there from which we, over a period of years, become increasingly isolated." Almost all of our students described their tours as challenging and the most stimulating, rewarding, and productive experience they had ever had. Most important was the freedom from daily pressure to which senior officers are subject. It was important to break the chain of absorption in narrow areas forced upon us by day-to-day demands. Another person added that it was important to become divorced for a time from the intelligence ghetto of Langley. Much of the value of the seminar depends on selection of personnel who can make significant contributions. The greatest benefit comes from direct and stimulating association with colleagues in an atmosphere of honest sophisticated inquiry. Relaxation and rumination are also student pastimes highly to be recommended. The concept of the Naval War College is that of collegium of equals whose purpose is the exchange and development of knowledge and ideas.